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ABSTRACT

An educational needs assessment of the seven-community service area of Los Angeles Harbor College (California) was conducted to identify sources of demographic information, and to analyze and compile this information to provide a resource for both college and community committees in drafting plans for an expanded outreach program. A four-point research design entailed: (1) deciding upon the broad focus and boundaries of the needs assessment, (2) internal and external reconnaissance of information, (3) data gathering through five area-wide demographic surveys and eight student surveys, and (4) output of data in the form of community sketches of Carson, Gardena, Harbor City, Lomita, Palos Verdes Peninsula, San Pedro, and Wilmington. The sketches review local history, community characteristics, and the effectiveness of previous outreach efforts in attracting enrollments. The value of the computer-based "geosystems" technique of relating demographic data to geographical areas is discussed in the study report, which also reviews previous student surveys, enrollment trends, and student objectives. Recommendations are made to curriculum planning committees and to administrative offices with responsibility for the outreach program. Appendices outline enrollment characteristics, job opportunities, and include seven community briefs compiled from the sketches. (Author/MB)

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A NEEDS ASSESSMENT FOR A COMMUNITY COLLEGE OUTREACH PROGRAM: IMPLICATIONS FOR CURRICULUM DEVELOPMENT

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By

Jack E. Smith, M. A.

Los Angeles Harbor College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

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ABSTRACT

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by

Jack E. Smith, M.A.
February, 1978

A JOINT PRACTICUM:
SOCIETAL FACTORS
AND
CURRICULUM DEVELOPMENT

This paper describes the process and the significant findings of an educational needs assessment of the 7 communities which constitute the principal service area of Los Angeles Harbor College. The purpose was to identify, analyze, and compile sources of information which describe the demographic characteristics of each community and which would provide a resource for both College and community committees in drafting plans for an expanded outreach program.

The served communities have coterminus boundaries within a metropolitan area and the problem of classifying the geographic distribution of the sub-populations and their needs was resolved by utilizing a combination of census tract and ZIP codes information. The four-step research design was patterned after the model proposed by Spiegel and included a college and community

reconnaisance for data, the conduct of limited additional studies where information was unavailable, and the presentation of the findings in a format appropriate for committee use.

The content of each survey or data source is briefly described and is related to the purposes of the study. Five sources were area-wide demographic surveys. Eight surveys of student population are cited, 3 of which were conducted to meet the needs of the assessment. Information from all sources was used to provide description of the history, major problems, and socioeconomic characteristics of each community. A series of 7 "community briefs", which are included as appendices, was then prepared for distribution to planning committees.

Conclusions emphasize the value of the computer-based "geosystems" technique of relating demographic data to geographical areas and the planning potential of a student survey which ranked 57 learning objectives. Seven recommendations are made to curriculum planning committees and to the various College administrative offices with responsibility for the outreach program.

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CHAPTER I

INTRODUCTION

A. Statement of Purpose

During the Fall 1975 Semester, Los Angeles Harbor College scheduled more than 80 new classes at off-campus locations throughout the seven suburban communities in its service area. Although a limited number of classes had been scheduled off-campus prior to 1974, these had been located in only a single community. This, then, was the first major effort by the College to bring educational programs to the community, in the community.

Moving classes to the community was a tangible demonstration of one tenet of the newly-declared College philosophy which expressed the intention to better serve those segments of the population which had never made their way to Harbor's twenty six year old campus. It was the actualization of the major educational decision which was made during the 1974-1975 academic year and which first found written expression in the College master educational plan of that year.

The new program met with reassuring initial success; fewer than five of the 80 classes were terminated due to low enrollment. But there was full recognition on the part of College staff that enrollment figures alone constituted

only one measure of the appropriateness of these new classes or of the suitability of the off-campus locations which had been selected. No formal assessment of community educational needs had been made and planning for the classes and locations was largely performed on-campus by College planners who had very little specific knowledge of the new clientele to be served.

It was evident that the College needed to develop a comprehensive plan for its off-campus programs and that these plans needed to be based upon information expressive of community educational needs. It was also evident that the College must now involve persons from the community in the planning process. These persons, working with College staff, would require information concerning their communities in a form comprehensible to the lay citizen. The development of this kind of data to direct and support informed curriculum planning was the major purpose of this study.

B. Background and Significance of the Study

The literature on community needs assessment as this process relates to curriculum planning suggests that the initiation of new educational programs with but superficial investigation has been the rule rather than the exception. It has been typical to examine surface phenomena only and

short-circuit the time-consuming steps required to confirm real rather than presumed needs. This was especially true of the boom period of the 1960's when large budgets and rapid growth coupled, in some instances, with extreme social pressure encouraged many community colleges to experiment hastily (Schenkman, 1974:6). An evaluation of the worth of such efforts, if conducted at all, took place as a follow-up in these pre-accountability days. It is clear that this era is well behind us and must be superseded by adequate assessment of community needs as a prelude to the commitment of program, budgets, and personnel.

In Harbor's case there had been ample indication that the College had been underserving some of its communities on the basis of their relative populations and upon rough estimate of their educational needs (Landini, 1972b). It was also evident that these populations were not availing themselves of educational opportunity on campus as they were known to be underrepresented in campus enrollment statistics. The raw data in support of the decision to move classes off campus was, therefore, present. What was now needed was more specific information to pinpoint the appropriate locations for classes and to indicate which kinds of college educational programs would be appropriate.

Community needs assessments as they relate to community college goals can be of modest scope and limited to

the testing of certain perceptions of college and community views (Bass, 1974) or can be quite sophisticated and probe deeply, extensively, and expensively so as to provide the basis for detailed long-range planning (Little, 1973). Even the most elaborate assessments must recognize the specific goals a college is trying to achieve; many needs of a community have limited relationship to community college programs.

The general goal of one recent study was to, "....obtain an accurate picture of how the entire community felt about a wide range of educational issues." (Florida Junior College, 1974). As conducted, this survey limited itself to a few items under each of seven objectives which ranged from how programs might be improved to student transportation problems.

Rowell suggests a categorization of needs assessment studies to include the following: (1) goal settings and long-range planning; (2) student characteristics and follow-up studies; (3) occupational needs assessment; (4) facilities design and educational innovation; and, (5) curriculum evaluation and resource allocation (Rowell, 1975). In another categorization there was identified seven, ".....interrelated dimensions of the community .....", which included the population base, the institutional structure, and, "informal social relationships" (Grabowski, 1975).

Most studies appear to be conducted by college or university researchers with limited means and with necessarily limited objectives. An example of such a study was the survey of adults over 25 years of age in the service area of Pensacola Junior College, Florida, to determine the educational needs of these students and the extent to which they were being met (Worley, 1974).

The present study, also, has been conducted with limited means and objectives. It has sought to identify, assemble, and present in useable format selected categories of occupational and demographic information. This data will guide the curriculum planning efforts of seven new community advisory committees and designated members of the College staff. The committees will analyse and interpret the information and will make recommendations for educational programs to the Dean of Instruction and the College Curriculum and Instruction Committee. It is also expected that the community members, by reason of their familiarity with the geography and social structure of their cities, will be able to recommend the preferred locations to house the programs to be offered in their areas. Recommendations for additional studies will undoubtedly be made and have been encouraged.

C. Limitations of the Study

The study was a community educational needs assessment of limited scope. It was limited in resources, for the most part, to existing information which was available from community and college sources. It was also limited in its objectives, namely, 1. to identify the appropriate locations in the community for college classes and, 2. to determine the kinds of classes most appropriate to community needs.

CHAPTER II

RESEARCH DESIGN AND PROCEDURES

A. Research Design

The study was organized along the lines of the analytical framework for assessing community needs as recommended by Hans Spiegel (In Schenkman, 1974). This is a four-point procedure which, as adapted to the present study, was conducted as follows:

1. Deciding upon the broad focus and boundries of the needs assessment. The community assessment in this study was concentrated upon those characteristics of Harbor College's principal service area which appeared to have implications for this institution's educational program. These included statistics which commented upon the demographic and socioeconomic structure and problems of each of the seven communities which compose the service area.

It was recognized that Harbor College was primarily a postsecondary educational institution which offered the first two years of a baccalaureate program and occupational programs at the certificate (one-year) and associate degree (two-year) levels. The College is not permitted to offer noncredit course for adults.

2. Reconnaissance. Spiegel's analysis was followed by conducting a search of the general types of information which were available. This search was divided into two parts:

a. Internal reconnaisance. An investigation was conducted to determine what kinds of information were available from sources within the College. Minutes of College committees, records of the Office of Institutional Research, and student records from the Office of Admissions and Guidance were analyzed.

b. External reconnaissance. A variety of sources of information from outside of the College were selectively reviewed. These included reports from the Bureau of the Census, reports of the Los Angeles City and County Planning Departments, chambers of commerce, special community surveys, and reports of the Los Angeles Community College District Office of Research.

3. Data Gathering. Appropriate statistical and descriptive information were excerpted from selected sources. This information was augmented by several studies conducted by the Harbor College Office of Research which were of value in planning for the outreach program.

4. Output. The data which was collected provided the background for a series of seven community sketches or briefs. These are to be prepared to give direction to outreach planning meetings in which college and community representatives participate.

The briefs will be submitted to and will be reviewed by the College Committee on Curriculum and Instruction and the College Outreach Committee. The reports and surveys upon which the briefs will be based will be made available in their entirety to interested faculty and community persons.

B. Presentation of the Findings

Statistical and descriptive sources are presented according to the kind or category of information whether such information was obtained in the internal reconnaisance, external reconnaisance, or by special study. This will facilitate the preparation of the community briefs. Certain source data is presented in text, certain other sources appear as appendixes to this report, while the remainder is simply referenced where the information is too lengthy or of limited interest. Each information source is cited and evaluated as to content and possible value to the purposes of the study.

The findings supported a number of recommendations which are presented as Chapter IV. Suggestions for additional research are also set forth in this chapter.

CHAPTER III

FINDINGS

A. Demographic Data

Demography has been described as the statistical science which deals with the distribution, density, and vital statistics of populations. The demographic characteristics of the Harbor College service area must be fully analyzed as a part of the curriculum planning process. It is expected that the educational needs of citizens will differ in the seven communities which the College serves. The section which follows is focused upon those surveys which describe the population of the total service area.

1. "Geosystems, A Means to Understanding Your Community". This is the title of a paper presented to the California Junior and Community College Research and Development Conference on April 24, 1974. Co-authored by Arthur Cherdack and Albert Landini, the paper describes computerized techniques for matching information to places. More specifically, geosystems enables the correlation of demographic and socioeconomic information with geographical locations.

The key to the practicality of geosystems for low-budget users is the degree to which needed data is already computerized. Much of the demographic information from the 1970 U.S. Census is, in fact, computerized and programs have been prepared to correlate census tract data with ZIP code areas. A community college can therefore access demographic information for its service area as described by census tracts, ZIP code areas, or any combination thereof.

The most valuable community information obtained by the present study has been from surveys prepared by these techniques, two of which are further described in the pages which immediately follow.

2. "Profiles of District and College Service Areas". This is a research report of the Los Angeles Community College District Office of Research and Analysis published in August 1976. It depends upon geosystems techniques to describe the basic service area of each of the nine Los Angeles Colleges as well as population and student characteristics.

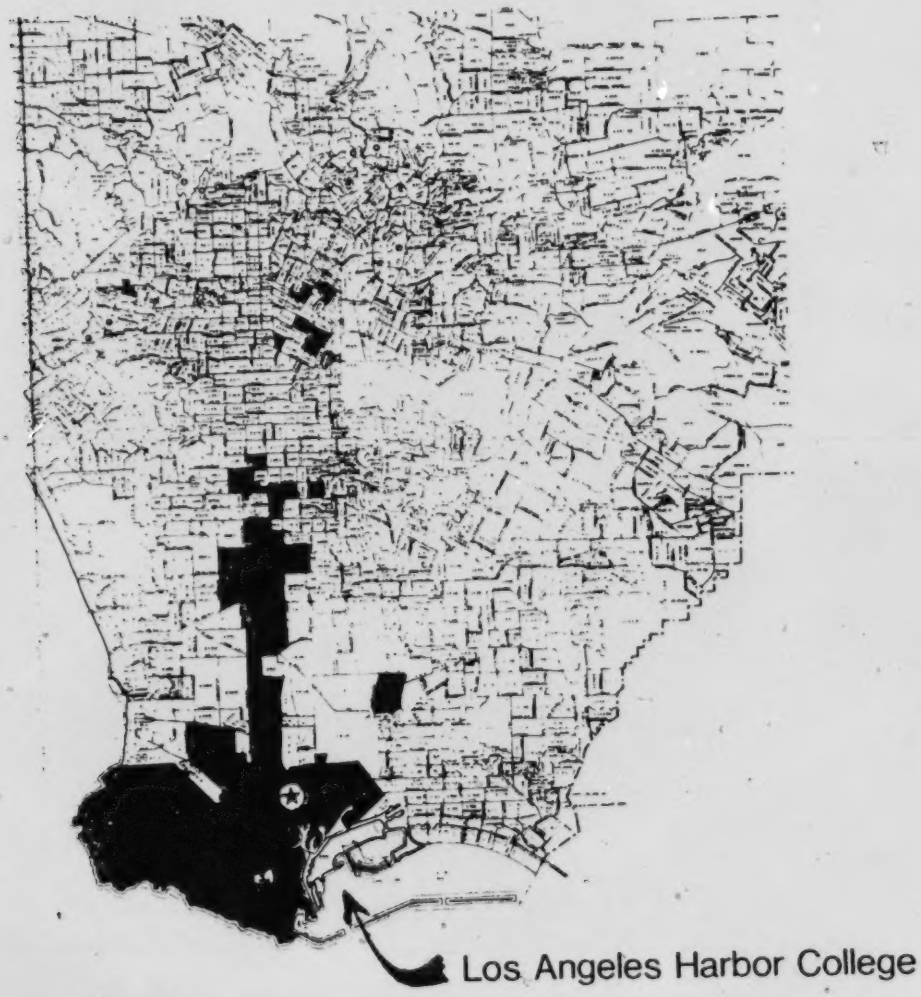
The power of this technique is demonstrated by the computer-drawn map of the Harbor College service area (Figure 1) which depicts in black those census

FIGURE 1

PRINCIPAL SERVICE AREA

LOS ANGELES HARBOR COLLEGE

The shaded area consists of the census tracts which furnished 75% of the total enrollment for the Fall, 1974, semester.



areas tracts which contributed 75% of college enrollment in Fall 1974. It is not surprising to note that most of these tracts are adjacent to the College.

The ethnic characteristics of those College service area census tracts which provide 75% of the enrollment was found to be 59.5% white, 14.2% black, 19.6% Spanish surname, 6.5% Asian and 1.2% "Other". The ethnicity of whites and Spanish surname groups were somewhat underrepresented in comparison to community totals (46.3% and 14.8%, respectively) while blacks (29.0%) and Asians (8.7%) were overrepresented. These figures do not, it must be emphasized, include enrollment from the census tracts which furnished the remaining 25% of student enrollment.

3. "Los Angeles Harbor College, Prime Service Area". This is a Spring 1977 report of the Harbor College Office of Institutional Research which was requested by this researcher and which used the geosystems techniques to provide more information than was provided by the Los Angeles District report (See 2., above).

The service area was enlarged to include all of the census tracts served by the College in the communities of San Pedro, Torrance, Palos Verdes Peninsula, Lomita, Gardena, Carson, Harbor City, and Wilmington. The number of demographic descriptors used in the District study were augmented to include age, income, employment, education level, high school statistics, social problems, and includes Harbor College enrollment statistics in these same categories. A selective summation of this study is presented as Appendix A.

The extreme diversity of Harbor's population is dramatically emphasized. The level of income, type of employment, and average level of education of the Palos Verdes Peninsula communities is shown to be at the opposite end of the socio-economic spectrum from less favored Wilmington and East San Pedro. Although whites are in the majority save for Wilmington, all of the communities except Palos Verdes and Lomita are essentially multiethnic.

An advantage of this study over the District study is that 85.6% rather 75% of the total enrollment of the College is included.

The information derived from this study was useful in preparing the "community briefs" which are described in section "B" of this chapter and which are exhibited in Appendix C.

4. "Citywide and Community Population Projections". This is a June 1975 report of the Planning Systems Section of the Department of City Planning of the City of Los Angeles. Projections are made of the total population for 35 different areas within the city of Los Angeles for each 5 year interval from 1970 through 2000. Only the communities of San Pedro, Wilmington, and Torrance are within the principal service area of Harbor College. No more than 10% population growth is projected for any of these.

The projections are of particular interest for the methodology employed which adjusts for the well-known "under-count" of minorities in census surveys. Projections result

in three different scenarios of growth which would result from differing estimates of the elements of fertility, mortality, and migration for each major age-race-sex group.

5. "Los Angeles Harbor College Manpower Survery, 1976-1980". This study was prepared under a Vocational Education Act, Part G, grant by the College Cooperative Education staff. A total of 1,058 questionnaires were directed to businesses and industries in the Los Angeles Harbor, South Bay, and adjacent communities. Manpower needs for the period extending to 1980 were compiled under 15 occupational clusters defined by the United States Office of Education. Assumption was made that existing trends would continue without major change. A total of 150 or 14.2% of questionnaires were returned.

A total of 87,383 jobs is projected with 23,355 of these to either require or find desireable preparation at the associate-in-arts degree level. The 5 clusters which are expected to provide the largest number of jobs for community college students are, in rank order, health, public services, business, and office, manufacturing and marketing and distribution. A chart form page 4 of this survey is presented as Appendix B.

B. Community Information

Much of the area demographic data described in part A of this chapter was of use in the developing of

a detailed description of the characteristics of individual communities. Frequently, however, more limited home-based surveys present a more sensitive portrait of the true character and needs of these smaller population centers. This is particularly true in the part of the megalopolis surrounding the College where large surveys mask distinctive identity and needs of individual communities in area averages.

The purpose of this section is to set forth the available sources of information for each of the seven communities which make up Harbor's principal service area. This information was used in conjunction with student information presented in section "C" of this chapter to compile the "community briefs" which appear as Appendix C. These brief are to be used as resources to community advisory committees and to campus committees and staff as they strive to develop curricula and pinpoint teaching locations appropriate to community needs.

1. Carson. Carson is a newly incorporated city (1968) of more than 80,000 persons located in the northeast portion of Harbor's service area. It is a multiethnic community of fairly new housing which has arisen from an agricultural area in which numerous small-to-medium sized industrial plants were and still are located. It is exceeded only by the Palos Verdes

Peninsula and San Pedro in the numbers of students sent to Harbor College.

College efforts to offer classes in the community have been only partially sucessful. Fashion Design and Merchandising classes have had limited success in the Carson Mall. Non-fee lease locations are hard to find. The Los Angeles Unified School District does not permit college classes in its facilities as do other districts.

The 1978-1979 Harbor College budget includes $12,000 for lease of a facility in which to conduct both day and evening outreach classes.

Principal information sources include:
-Carson Chamber of Commerce
Vicinity Map.
Area Map.
Industrial Land Maps.
Transportation Study.
Population and Labor Supply Study.
Community Services.
Utilities (description)
-Carson Needs Survey
-City of Carson, Special Census of 1975.
-1970 Census (Geosystems).
See community brief in Appendix C.

2. Gardena. Gardena is an old and well-established community by Los Angeles standards. Although there has been legalized gambling (card clubs) for many years, these are clean well-managed operations and have not created a crime problem. The large Japanese

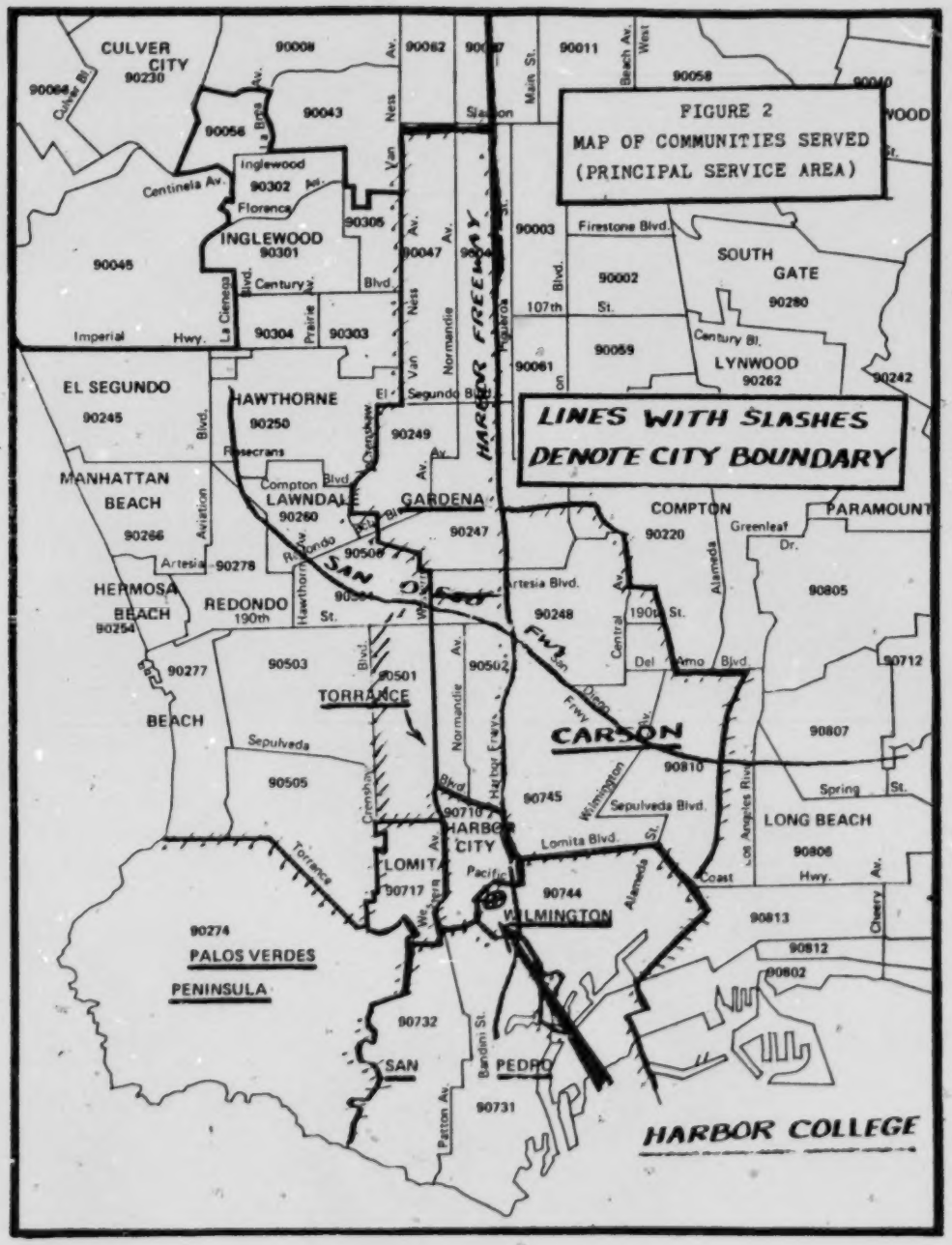


FIGURE 2
MAP OF COMMUNITIES SERVED
(PRINCIPAL SERVICE AREA)
LINES WITH SLASHES
DENOTE CITY BOUNDARY
HARBOR COLLEGE
CULVER CITY
90230
INGLEWOOD
90301
HAWTHORNE
90250
EL SEGUNDO
90245
MANHATTAN BEACH
90266
HERMOSA BEACH
90254
REDONDO BEACH
90277
LAWNDALE
90260
GARDENA
90247
COMPTON
90220
PARAMOUNT
90723
SOUTH GATE
90280
LYNWOOD
90262
TORRANCE
90501
CARSON
90745
LONG BEACH
90806
HARBOR CITY
90710
LOMITA
90717
WILMINGTON
90744
SAN PEDRO
90731
PALOS VERDES PENINSULA
90274
90732
90505
90503
90502
90248
90249
90304
90303
90305
90045
90043
90056
90064
90066
90008
90062
90007
90011
90058
90059
90061
90003
90002
90047
90805
90712
90807
90810
90813
90812
90802
90808
Inglewood
Florence
Century Blvd.
Imperial Hwy.
Rosecrans
Compton Blvd.
Artesia Blvd.
Del Amo Blvd.
Sepulveda
Sepulveda Blvd.
Lomita Blvd.
Pacific Coast Hwy.
Spring St.
Firestone Blvd.
Century Bl.
Greenleaf Dr.
Torrance
Normandie Ave.
Harbor Freeway
San Diego Freeway
Alameda
Wilmington
Los Angeles River
Cherry Ave.
Bandini St.
Patton Av.
Aviation
Hawthorne Blvd.
Crenshaw Blvd.
Western Ave.
Vermont Ave.
Van Ness
Main St.
Beach Av. West
Slauson
Redondo Beach Blvd.
190th St.
107th St.
Central Av.
Alameda
La Brea Av.
La Cienega Blvd.
Prairie
Inglewood Bl.
Century Av.
Centinela Av.
Culver Bl.
Overhead
El Segundo Blvd.

population has been a factor in area stability but this is now in rapid change due to the influx of Blacks, Mexican Americans, and Koreans.

Although the average income ($12,386) ranks third of Harbor's communities, there is a poverty level of 8% and parts of the city show signs of deterioration.

The high level of employment of Gardena citizens (47%) is noteworthy not only as the highest in Harbor's service area but one of highest in the County. It is second only to the Palos Verdes peninsula in the percentage of managers and professionals (22%) and is the highest in the area in sales-related occupations (15%).

Efforts to promote outreach classes have been disappointing. Cultural classes in the Japanese language and in the history and politics of the Far East have been only marginally successful. The policy of the Unified School District which effectively excludes college classes is a factor as in Carson. But it is the proximity of El Camino College which has excellent programs and facilities which is probably most responsible. Students may enroll for 8 or fewer units at El Camino, which is in another district, and many do so.

Principal Information sources include:
-Social Profile for the Gardena Community, January 1976.
-Statistical Yearbook, City of Gardena, June 1976.
-Los Angeles County Regional Planning Department.
Income
Labor force
Taxable Retail Sales-1964-1977
-Gardena Labor Market Survey
-Population Estimate and Housing Inventory, City of Los Angeles.
-Social and Economic Characteristics (Department of City Planning).
-1970 Census (Geosystems).
See community brief in Appendix C.

3. Harbor City. This is a small community of less than 15,00 people and under 2 square miles in area which is located to the immediate northwest of the College. Actually a part of Los Angeles, it is primarily residential in character but without a single business or cultural focal point of the kind which promotes community cohesiveness. The population, though young, has not been represented in College enrollment figures in proportion to its numbers.

The southernmost part of the city is predominately white, middle class, and consists of modern apartments and older but well-maintained homes. The area north of Pacific Coast Highway is less prosperous and has a high percentage of alien Mexican Americans and Samoans whose numbers are increasing.

Both credit classes and non-credit community services classes have been successfully scheduled in Harbor City. An advisory committee composed of citizens

from both this city and immediately adjacent Lomita has been held. It appears that these two communities should be considered together in future planning.

Principal information sources include:
-Harbor City-Lomita Advisory Committee.
-Department of Social Services Index to Health, Family and Youth Services.
-Human Services Resources for Senior Citizens.
-Population Estimate and Housing Inventory for the City of Los Angeles (October 1955).
-Selected Social and Economic Characteristics of the Geographic Division, Department of City Planning.
-1970 Census (Geosystems).
See community brief in Appendix C.

4, Lomita. Lomita is even smaller in area than Harbor City but has a somewhat larger population of 20,238 (1975). It is predominately white (93%) and the percentage of persons over 60 (13%) is second only to East San Pedro in the College service area. Income levels are significantly lower than in Harbor City ($10,126). A sizeable amount of new construction has occurred over the past 10 years most of which has been in multiple-family dwellings.

The community has been receptive to the College outreach program. Courses in Spanish for Public Service Personnel, Supervision, and community services classes in recreational areas have been successful. The Lomita City Hall has been used as a classroom. Lomita's large population of senior citizen suggest attractive possibilities for non-credit classes.

An advisory committee of citizens from both Lomita and nearby Harbor City has met. It appears that program planning for these two communities should be considered jointly.

Principal information sources include:
-The City and Its People (City of Lomita publication).
Population
Age/Sex pyramid
Average Educational Attainment
Employment
-U.S. Department of Housing and Urban Development Housing Assistance Plan.
Analysis of Retail Sales
Assessed valuation of Lomita Business
Summary of Economic Characteristics
Family Income and Poverty
-Human Services Resources for Senior Citizens.
-Selected Social and Economic Characteristic. of the Geographic Divisions, Department of City Planning
-1970 Census (Geosystems).
See community brief in Appendix C.

5. Palos Verdes Peninsula. The Peninsula encompasses four cities, had a total 1970 population of 66,566, and has an average household income in excess of $24,000. It is far more favored in every comparable characteristic than the other communities in the service area. The 3 high schools are regularly within the top 2 or 3 percent in California high school achievement tests.

Students are mostly enrolled in college preparation programs and a high percentage go on to public and private four-year institutions.

The Peninsula is predominately white (96%) and has made efforts to limit population expansion and to maintain low population density. The median age (34) is the highest in the service area while almost two-thirds (63%) of those employed are reported as professional or managerial. Average educational attainment is 16 years.

College outreach programs have met with outstanding sucess at virtually all locations. The high schools, libraries, the art gallery and even restaurants have been offered to the College on a no-fee basis. The school district does not support a non-credit adult program as does the City of Los Angeles which may explain why both credit and community services classes have been over-subscribed. A classroom has been leased at the centrally located Peninsula Center and is used intensively for day, evening, and weekend classes. College resources and available facilities have been the only apparent limiting factors to program growth.

Principal information sources include:

-Palos Verdes Peninsula Pattern of Progress, Chamber of Commerce.
-City of Palos Verdes Estates, Statistical Information, January, 1976.
-Palos Verdes Unified School District - Statistical Report, Fiscal Year, 1973-1974.
-Penisula Area, Rolling Hills, Board of Realtors.
-Rancho Palos Verdes-General Plan, Enviornmental Impact Report, 1975.
-Toberman Settlement House Study Subcommittee Report, 1976

6. San Pedro. San Pedro is second only to Carson in population (78,454) in the service area. It is well ahead of all other communities in the total number of students which attend Harbor College. Almost 32% of the College day and evening enrollment resides in San Pedro.

The community is divided into two different sub-populations which differ greatly in ethnicity and socioeconomic characteristics. The east side of town is multi-ethnic, low median income ($8,987), and has a high percentage of both younger and older populations. The west side is mostly white (81%), more prosperous (median income $13,718), and has far fewer social problems than has the east. The uneveness of those two sections of San Pedro is also found in educational attainment and type of employment.

San Pedro is rich in history and has sizeable numbers of Yugoslavs, Scandinavians, Italians, Mexican Americans, and Portuguese all of whom have retained a remarkable degree of ethnic pride and cultural integrity. A large number of families have been in the area for three or more generations, a unique phenomenon in the highly mobile Los Angeles scene.

The first classes of the Harbor outreach program were scheduled in San Pedro. Community support has continued even and strong but at a lower level than was anticipated. San Pedrans are well represented in classes held at Peninsular Locations. Classes have been held in city buildings, churches, and in social service agencies. The local high school is not available to college programs for the same reasons which exist in Carson and Gardena.

Principal information sources include:
-Multi-Year Planning Document (Area Council, Planning Form, August 1975).
-Racial and Ethnic Survey, Los Angeles Unified School District.
-Area Council Multi-Year Planning Document, 1974.
-City of Los Angeles Revised Population Forecast
-San Pedro Social Community Analysis
-Human Services Resources for Senior Citizens
-Community Economic Profile, Chamber of Commerce, (1973).
-San Pedro Community Needs Study, Region III, United Way, Agency Relations Committee.
-General Plan for San Pedro Community (A part of the Master Plan for the City of Los Angeles).
-Population Estimate and Housing Inventory for the city of Los Angeles, October 1975.
-Selected Social and Economic Characteristics of the Geographic Division, Department of City Planning, City of Los Angeles.
-1970 Census (Geosystems).
See community brief in Appendix C.

7. Torrance. Less than one-quarter of this city is within the Los Angeles Community College District. It is therefore only nominally a "community" of Harbor College inasmuch as most of the population of Torrance is within the El Camino Community College District.

Even so, the total student enrollment from this city is as large as that from Harbor City or Lomita.

The part of Torrance which furnishes the greatest enrollment is from ZIP code zone 90501 and 90502. Geosystems data shows this to be a relatively depressed part of an otherwise prosperous community with an average income at about the level of the entire service area.

Principal information sources include:
-Torrance Engineering Department.
-Torrance Chamber of Commerce, Industrial Directory.
-Survey of Major Industries, City of Torrance Planning Department.
-Annual Report, City Employment, City of Torrance, 1977-1973.
-1970 Census (Geosystems).
No community brief was prepared for Torrance. The city is listed in the geosystems study, Appendix A.

8. Wilmington. Harbor College is located at the extreme west end of Wilmington and is separated from this city by the Harbor Freeway which runs north and south. About 1,000 students or slightly more than 9% of total College enrollment comes from Wilmington. By almost any measure it is the most deprived of the communities in the service area. Median income ($8,190) is even lower than East San Pedro, while the average educational attainment (10.8 years) is also the lowest of all service-area communities.

Wilmington is multiethnic with a predominance of Hispanics (47%) many of whom are illegal immigrants. So high are the numbers of illegals that all official statistics are suspect and one must believe that even the rather discouraging unemployment and income statistics are optimistic.

Much of community housing is old and in poor repair and there has been such disrespect of zoning laws that industry, oil wells, junk yards, and schools are intermixed. The low education level, high percentage of illegals, and low average income lead to a political impotence which causes the area to be virtually ignored in matters relating to its own wellbeing.

The college has made a continuing but only modestly successful effort to locate classes in community locations. Again, the Los Angeles Unified School District prohibition against Community College classes in schools of that district has been a handicap. But even well-located and attractive locations, such as Mahar House, have not produced dependable enrollment for carefully selected and well-advertised classes. The community does not seem to place high value on college education at this time nor has the College been able to establish its usefulness.

Principal information sources include:
-Wilmington/Los Angeles Harbor Industrial Center, Redevelopment Agency of the City of Los Angeles.
Citizen Involvement
Project Financing
Project Vicinity Map Exhibits
Planning Objectives and Implementation
-Wilmington Description of the Environmental Setting - Selected Population Indicators, Fifteenth Council District.
-Age/Sex Pyramid-Los angeles City Planning and Statistical Area 67.
-Wilmington/Harbor City District Plan, Part of the Master Plan of the City of Los Angeles.
-1970 Census (Geosystems).
See Community brief in Appendix C.

C. Student Information

The community needs assessment would not be complete without an analysis of that part of the population which has already found and used College services--the students. Which community did they come from, why did they come, and what do they expect from us?

The first part of this question has already been answered. The geosystems technique described the area of principal service (See Figure 1). By use of this technique the study examined recent enrollments to determine the numbers of students which have residences within each of the seven served communities. These statistics are reported as Appendixes A and C.

The other two questions are addressed in one or more of the surveys which follow. By sampling student opinion and by an analysis of enrollment we have been able to make at least tentative conclusions as to why

students have come to Harbor College and what they have expected to achieve during their stay here. This information may also suggest how others who have not joined us may be encouraged to do so.

1. "Followup Study of Los Angeles City 1973 High School Graduates" Report Number 346. This report of the Los Angeles Unified School District, though somewhat dated, has value in describing the selections of institutions of higher education made by students of this district. The 1973 graduates of the five high schools in the Unified District which "feed" to Harbor answered a questionnaire which was directed to them one year after graduation (1974). A total of 454 responses were received, 28,4% of which indicated that the student was enrolled in a four-year college while 28.6% indicated enrollment in a community college.

Also reported was the ethnicity and sex of high school graduates which continued education in the community college, the University of California system, the California State College and University system and independent colleges and universities.

The report makes clear that community colleges have attracted as many students as both of the other

segments of higher education combined and that two-year colleges have also received a far higher percentage of minority students than the other segments. It also reveals that Harbor College ranked sixth among the 39 California colleges and universities selected by the 1973 graduates of the Los Angeles Unified District.

2. "1975-1976 Fall Enrollment Analysis", LACCD Office of Educational Research and Analysis. This report highlights characteristics of the College's enrollment categorized by sex, age, ethnicity, and class standing. As compared to other District colleges, Harbor had the highest percentage of day enrollment (67.5%), the highest percentage of full-time students (44.9%) and the highest percentage of freshmen (90%).

The principal value of the report is to permit in comparisons of enrollment trends in given categories with other colleges of the Los Angeles Community College District.

3. "The LACCD Student" Who, Where, Why, And How", April 1977, Office of Educational Research and Analysis. This report is a compilation and interpretation of the return from a student survey conducted in the Fall of 1976 on all campuses of the Los Angeles Community College District. The totals are reported for District and for the individual colleges only where that college reported a maximum or minimum.

Harbor reported the highest percentage of students who planned to transfer (46.7%) but also reported the highest percentage of students who indicated they had earned no more than a high school degree (74.5%).

This is the broadest general student interest survey the District has ever conducted. It is of limited value to individual colleges save as they are able to meaningfully relate their own totals to District totals. For Harbor it probably is best used in conjunction with the locally-conducted Student Objectives Survey which is reported in "4" below.

4. "Student Objectives Survey", Harbor College Office of Institutional Research Report, April 1977. This study inquired into the importance of 57 learning and eight credit objectives as well as the helpfulness of thirteen College support services to Harbor College students in the Spring Semesters of 1976 and 1977. It is by far the most comprehensive survey of student needs and opinions ever conducted by this college. More than 900 students were polled.

The highlight of this survey for the purposes of the study is the extreme importance students placed upon transfer credit with 84% indicating that such credit was of "high" or "medium" importance. This is a much stronger expression of importance than was

reflected by the LACCD Student Survey (See 3, above). Top-rated of the 57 learning objectives was, "To increase my effectiveness in accomplishing my goals". Also very high in the ratings were wishes to improve personal self-confidence, to prepare for management or professional positions, and to prepare for sucessful interaction with other persons.

Student use and evaluation of the 7 named College support services provides an interesting assessment of how well these services have performed in the eyes of students.

5. "Evening Student Information Study", Harbor College Office of Institutional Research, 1975. This is a survey of student goals and personal characteristics which was conducted in the Spring Semester of 1975. More than 1,100 evening students responded. The evening student was somewhat older, somewhat more occupationallly oriented, and had attended college for more semesters than had the typical day student. The distribution of evening enrollment by student address was similar to that for day students.

Of particular interest to this study was the very small number of these on-campus students who expressed an interest in attending outreach classes in their own communities. The figures were as follows:

CAMPUS EVENING STUDENTS WHO WOULD
ATTEND CLASS IN THEIR
OWN COMMUNITIES
(Spring, 1975)

COMMUNITY	PERCENT
Carson	8%
Gardena	2%
Harbor City	2%
Lomita	2%
Palos Verdes	10%
San Pedro	7%
Torrance	2%
Wilmington	3%

6. "Summer Session Survey, 1977", Harbor College Office of Institutional Research. This survey involved 1,179 day and 450 evening students who were enrolled during the summer session of 1977. The principal purpose was to assess student characteristics and to permit comparisons of the summer session population with the student population of regular semesters.

It was evident that the Summer population of this summer was substantially different from recent regular-semester students. Only one-half (51%) of summer enrollees had been enrolled in the Spring 1977 semester and only 60% planned to enroll for Fall 1977. Fully 45% planned to attend another college with 19% indicating a branch of the state university and college system, 10% indicating a branch of the University of California, 9% another community college, and 7% a private college.

Unfortunately, for purposes of this study, we did not obtain the community of residence.

7. "Cooperative Education Annual Report 1975-1976", Office of Cooperative Education, Harbor College. This is a survey which was compiled by 447 work experience students in Spring 1976 in which they were asked to' give information concerning themselves, express opinions on college-related matters and indicate future educational and occupational plans. Most of the questions concentrated on the students experience in the work experience (cooperative education) program and how well college services met his personal needs.

This student, understandably, was more work oriented in both occupational and academic objectives. He was far more likely to have used college support services than the average student.

The occupational goals of those tested appeared realistic as related to projections of occupational opportunity for this area. A high percentage indicated preparation for business fields (18%), manufacturing (18%), and public services (30%). Almost as many stated an academic goal at the baccalaureate or higher level (42%) as the student population at large.

The fast changing (declining) nature of this program, 75% of which has been constituted of veterans, causes it to be of limited use for future planning.

8. "Student Progress Assessment", Harbor College Bilingual Vocational Education Project. (Part C, Vocational Education Act). Twenty-Six Indochinese refugee students participated in an adaptive counseling and instruction project during the 1976-1977 academic year. This survey was a student assessment of the program. Students were asked to rate the importance to them of 19 stated "reasons for enrollment" and were later asked to indicate if they believed they had made "much", "little", or "no" progress.

Ability to improve ability in English writing, speaking, and reading ranked at the top of the list followed by a wish to increase effectiveness in accomplishing goals, ability to cope effectively with life situations, and how to get a job. Almost 80% of the students rated their progress in the three English communications skills as "high". More than 50% indicated their progress as "high" in the other three top-rated goals, An interesting score was the 75% who indicated a rating of "high" for "Improving my self-confidence" even though that had been rated as 12th in importance of the 19 reasons for enrollment.

Although this was a limited-enrollment high-cost program, the researcher concluded that students in such a program, ".....do become self-sufficient and able to use regular resources to become positively productive."

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

A. Introduction

The study was conducted over a period of more than 18 months from January 1976 to September 1977. Completion was originally planned for May, 1976. Two important though unrelated events not only greatly diminished the urgency of the study but promised far more valuable findings in exchange for time. These are mentioned briefly below to provide the reader with an improved perspective.

1. The California Legislature passed a new educational finance bill in the spring of 1976 which drastically limited the expansion of community-based outreach programs of the kind which were the primary interest of the study.
2. The researcher learned of the pending availability of the first geosystems study (August, 1976). This is by far the most powerful of the techniques to relate demographic and student characteristics to communities (See Chapter III, page 11). Using geosystems, a special study of Harbor's service area was conducted (See Appendix A for summation) which was completed in May 1977. To have obtained these important finds by any other means would have been prohibitively expensive.

Financial limitations have frozen the size of the College outreach program at 85 classes. While the lease of additional outreach sites is no longer planned, the problem of selecting classes appropriate to the

needs of each community remains important and, indeed, may now be more critical. The outcomes of the study are therefore of continuing interest even though these will find different applications in College planning than was originally anticipated.

B. Conclusions

The major purpose of the study was to identify sources of information which would describe the demographic characteristics and problems of the communities in the College service area. In conjunction with available student information, it was expected that sufficient data could be assembled to support the needs for informed decision making concerning the types of programs which should be scheduled in the 7 communities in the service area of Harbor College.

It was also expected that the approximate locations for these classes within each community might be identified. Finally, it was hoped that certain benefits might accrue to individuals and to the College by reason of the activities of those who became involved in the process of the development of the required information.

Some of these expectations were fulfilled. Only a beginning was realized on others. The accomplishments of the study are elaborated below:

1. Progress was made in developing information concerning the 7 communities served by the college and the students who come from these communities. The community briefs which are presented in Appendix C are in a form suitable for use by both community and college groups who engage in curricular planning. The geosystems technique of relating demographic and geographic information is a relatively inexpensive means of developing community studies.

2. The Student Objectives Survey (See page 32) is an especially valuable resource to both campus and community persons who need to know what students expect of Harbor College. Other surveys cited in Chapter III point to the occupational, academic, and personal characteristics and objectives of the Harbor College student population.

3. The sources of information cited in Chapter III provide a basis for the reevaluation of the Harbor College Master Educational Plan. Information of this scope and detail had not been developed until quite recently; the existing Master Plan can now be tested for its validity against facts which were unavailable at the time the last Plan was prepared.

4. Meetings of advisory committees from each of the seven communities served have been held by the

College Office of Evening and Outreach. Although this was an activity outside of the scope of this study, the College has made progress toward the nurturing of a new constituency of community people who are aware of College efforts to satisfy community needs.

5. Certain of the studies cited in Chapter III have been circulated campus-wide to all members of the faculty. Several have been discussed at length in major College committees. An enhanced awareness of student and community needs has resulted.

6. The administrative staff, in particular, has had cause to reflect upon the implications of newly-available data for future College planning. It is doubtful that the campus leadership will again be satisfied to make decisions without the benefit of the types of student and community information now known to be available.

C. Recommendations

1. The Office on Institutional Research is asked to make maximum use of the geosystems technique to prepare demographic data by census tracts and/or ZIP code and so enable the continuing identification of our first-changing student population with the community of their residence.

2. The College Curriculum and Instruction Committee, the Executive Committee, and the Office of Instruction should consult and fully utilize the data here cited as well as that which promises to be increasingly available as an integral part of the planning process.

3. The Office of College Development should become conversant with newly-available community data and thus become a more valuable resource to division chairpersons and others who have responsibility for preparation of the College Master Educational Plan.

4. The Assistant Dean for Evening and Outreach should fully utilize the community briefs (Appendix C) in the next round of meetings with community advisory committees. The fact that outreach services to these communities must be provided with fewer resources than originally envisaged only increases the need to accurately determine the appropriate programs and locations.

5. The Curriculum and Instruction Committee, division chairpersons and the faculty at large need to be mindful of factors concerning the Harbor student population which emerged from this study, which are unique as compared to other college in the LACCD, and which have implications for curriculum development, namely: The high percentage of students who are

interested in transfer courses; the increasing ethnic minority enrollment; the high percentage (90%) of students who are freshmen, and; the fact that Harbor has the highest percentage of full-time day students in the District.

6. The Office of Institutional Research in collaboration with the Assistant Dean for Evening and Outreach should assess the characteristics and goals of students enrolled at outreach locations. The same categories of information should be elicited as the surveys already conducted for day students, on-campus evening students, and the summer 1977 session students.

7. The College Information Officer and the Instructional Media Center should utilize the community information cited in the study as the basis for a slide-tape presentation which would be valuable as an orientation, recruitment, and public relation resource.

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APPENDIX A

LOS ANGELES HARBOR COLLEGE
COMMUNITY ENROLLMENT CHARACTERISTICS

LOS ANGELES HARBOR COLLEGE
COMMUNITY ENROLLMENT CHARACTERISTICS

SPRING 1977

CITIES:	CARSON	GARDENA	HARBOR CITY	LOMITA	P. V. PENINSULA	SAN PEDRO EAST	SAN PEDRO WEST	TORRANCE	WILMINGTON	OTHER	TOTAL
ZIP CODE:	90745-46	90246-49	90710	90717	90274	90731	90732	90501-2	90744		
TOTAL POPULATION:	1,889 (15%)	639 (5%)	592 (5%)	563 (4%)	2,372 (19%)	1,703 (13%)	1,031 (8%)	310 (2%)	994 (8%)	2,575 (20%)	12,668
Male	52%	59%	48%	47%	35%	48%	45%	51%	56%	54%	48%
Female	48%	41%	52%	53%	65%	52%	55%	49%	44%	46%	52%
AGE:											
Under 21	702 (37%)	316 (49%)	172 (29%)	133 (24%)	838 (35%)	590 (35%)	401 (39%)	101 (33%)	301 (30%)	691 (27%)	4,245 (34%)
21 - 25	317 (17%)	138 (22%)	109 (18%)	124 (22%)	212 (9%)	383 (22%)	172 (17%)	57 (18%)	222 (22%)	474 (18%)	2,208 (17%)
26 - 35	528 (28%)	123 (19%)	176 (30%)	199 (35%)	337 (14%)	487 (29%)	218 (21%)	85 (27%)	322 (32%)	696 (27%)	3,171 (25%)
36 - 50	301 (16%)	41 (6%)	101 (17%)	74 (13%)	705 (30%)	161 (9%)	159 (15%)	53 (17%)	104 (10%)	473 (18%)	2,172 (17%)
50+	41 (2%)	21 (3%)	34 (6%)	33 (6%)	280 (13%)	82 (5%)	81 (8%)	14 (5%)	45 (5%)	241 (9%)	872 (7%)
ETHNICITY:											
Asian/Pacific Is.	5%	11%	3%	1%	1%	2%	1%	4%	4%	1%	3%
Black	6%	3%	3%	-0-	-0-	1%	1%	3%	2%	4%	3%
Hispanic	5%	4%	3%	4%	1%	8%	3%	5%	12%	2%	4%
Indian	1%	1%	1%	2%	1%	1%	-0-	1%	1%	1%	1%
White	8%	8%	14%	15%	17%	12%	17%	13%	7%	8%	12%
Other	76%	73%	76%	78%	79%	77%	77%	74%	74%	84%	78%
TOTAL DAY ENROLLMENT:	1,006 (53%)	439 (68%)	320 (54%)	256 (45%)	1,216 (51%)	980 (58%)	590 (57%)	157 (51%)	553 (56%)	1,065 (42%)	6,584 (52%)
Full Time	33%	40%	28%	26%	27%	35%	32%	31%	34%	21%	29%
Part Time	20%	28%	26%	19%	24%	23%	25%	20%	22%	21%	23%
EVENING ENROLLMENT TOTAL:	883 (47%)	200 (32%)	272 (46%)	307 (55%)	1,156 (49%)	723 (42%)	441 (43%)	153 (49%)	439 (44%)	1,510 (58%)	6,084 (48%)
Full Time	8%	4%	5%	8%	1%	5%	4%	5%	7%	3%	4%
Part Time	39%	28%	41%	47%	48%	37%	39%	44%	37%	55%	44%
LAHC SPRING 1975 ENROLLMENT # & %	1,730 (15.7%)	729 (6.6%)	570 (5.2%)	493 (4.5%)	1787 (16.2%)	1537 (13.9%)	988 (9%)	576 (5.2%)	1028 (9.3%)	1,597 (14.4%)	11,035
% OF POPULATION:	2.2%	1.2%	4.4%	2.8%	4.7%	3.9%	2.9%	1%	3%	- -	3.0%

APPENDIX B

JOB OPPURTUNITIES BY EDUCATIONAL CLUSTER
LOS ANGELES HARBOR AND SOUTH BAY COMMUNITIES

1976 - 1980

APPENDIX B.

COMPARISON OF 15 CLUSTERS REPRESENTING THE TOTAL NUMBER OF PERSONS TO BE HIRED IN THREE EDUCATIONAL LEVELS DURING 1976-1980.

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9
Occupation Cluster	H.S.*	A.A.*	A.A.*	R.*	B.A.*	R.*	Total	
Agriculture-Business & Resources	2,425	5	81	10	290	9	2,796	7
Business & Office	19,722	1	4,206	3	3,907	2	27,835	1
Communications & Media	236	11	266	8	382	7	884	11
Construction	2,835	4	348	7	374	8	3,557	6
Consumer & Homemaking	1,375	7	29	11	52	12	1,456	9
Environmental Control	139	13	13	13	92	11	244	13
Fine Arts & Humanities	215	12	23	12	37	13	275	12
Health	1,619	6	8,779	1	2,385	4	12,783	3
Manufacturing	10,424	2	2,794	4	3,029	3	16,247	2
Marine Science	4	15	8	14	26	14	38	15
Marketing & Distribution	2,061	9	1,179	5	1,929	5	5,169	5
Personal Services	55	14	5	15	-0-	15	60	14
Public Services	2,931	3	4,921	2	4,207	1	12,059	4
Recreation, Hospitality & Tourism	626	10	491	6	122	10	1,239	10
Transportation	2,107	8	232	9	401	6	2,740	8
Grand Totals	46,774		23,375		17,233		87,383	

* Indicates level of preparation preferred.

*H.S.: High School
*A.A.: Associate in Arts
*B.S.: Bachelor of Arts
* R : Rank Based on Total Number of 15 Categories

APPENDIX C

COMMUNITY BRIEFS

CARSON 90731-90732

"Future Unlimited"

Incorporation: February 20, 1968 77th City in L. A. County

Area: 19.4 Sq. Mi. Population Total: 87,619 Projected Growth 1980:

Geographic Boundaries:

North: Alondra Blvd East: Wilmington South: Lomita Blvd West: Figueroa Blvd

Age Levels: Median Age: 21.8

Under 19: 47% 19 - 24: 10% 25 - 44: 30% 45 - 59: 5% Over 60: 6%

Carson is the youngest community in the service area. One half of the residents are under 22. It is youth oriented and making efforts to plan educational, recreational and social services to accommodate expanding demands.

Education
Average education for adults is 12.1 years, but 20% have completed less than eight years of school. Carson High School has an approximate enrollment of 3,600 and a senior class drop-out rate of 30%. Carson Banning Adult School provides basic education and many residents enroll full or part time at CSCDH. Fifteen percent of heads of households report one to three years of college experience.

Ethnicity
The ethnic composition is multicultural: 22% Black, 13% Hispanic, 4% Filipino, 2% Japanese, 1% American Indian, 1% Samoan, and 45% Anglo or White. The ratios are changing as movement grows from South Central Los Angeles, Gardena and Wilmington.

Employment: 32% employed ———— 7% unemployed
Forty percent of the work force are in skilled vocational positions, 20% in professional or management and 18% in clerical. They work primarily in the South Bay (12%), Long Beach (11%), Carson (8%), and Downtown Los Angeles (7%) areas. Three thousand plus persons are employed in the Carson Mall area. Small business, industry and office complexes make this an area of expanding employment opportunities.

Income
In 1975, 30.5% of families reported an annual income between $10,000 and $20,000. Only 5% are below poverty level. Two thirds of the residents own their homes and the average number of persons sharing the home and income is four.

General
Residents choose Carson as a place to live because of its neighborhood atmosphere (20%), cost and availability of housing (30%), and proximity to work (11%). Only 3% make the choice because of the city image or the school system. Crime prevention is considered to be the major concern for city action by almost half of the community and education is given top priority by only one tenth.

Information taken from Special Census of 1975 General Characteristics, City of Carson, California.

LOS ANGELES HARBOR COLLEGE

Student Characteristics

SERVICE AREA:- CARSON 90745 - 90746

Total Population: 87,619 Male: 43,420 (50%) Female: 44,199 (50%)

Age Levels: Median Age: 21.8 yrs.

47%	10%	30%	5%	6%
Under 19	19 - 24	25 - 44	45 - 59	Over 60

Ethnicity:

-0-	20%	17%	8%	54%
Asian	Black	Hispanic	Pacific Is.	White

Employment: 32% Employed

20%	5%	18%	40%	6%	11%
Prof & Mgt	Sales	Clerical	Skilled Voc	Labor & Hsehld	Service

Income: Education:

$11,694	8%	12.1 yrs	20%
Median	Poverty	Average	Under 8th

LOS ANGELES HARBOR COLLEGE ENROLLMENT - SPRING 1975

	Total	Part Time	Full Time	Day	Evening
College	11,035	6,988	4,047	7,136	3,899
Area #	1,730	1,025	705	1,067	663
%	15.7%	14.7%	17.4%	15.0%	17.0%

Percent of Area residents enrolled this semester:

Total: 1,730 (2.0%) Male: 942 (2.1%) Female: 787 (1.8%)

GARDENA 90246 - 90249

Incorporation: 1930

Area: 5.3 Sq. Mi. Population Total: 51,230 Projected Growth 1980: 55,927

Gardena is a community in the process of redefinition of its character and planned socio-economic development. Historically, it has been known for the legalized gambling casinos along Vermont Avenue and sizeable Japanese community, which comprised about one-fourth of the population. Recently, the Nisei and Sansei have become politically active and are leading the movement to halt deterioration of the older residential and commercial areas and the out migration of stable residents and the young potential leadership through the stimulation of community pride and economic growth and the provision of facilities and services adapted to current need. Retail centers on Gardena Boulevard and Rosecrans have not kept pace with Del Amo and Carson Mall, but new planned commercial areas will attempt to regain the 14% loss in retail trade since 1970.

City centre complex including the library and Municipal Activity Center (MAC) is a local point for community activity and citizen involvement. Several advisory groups are attempting to monitor and manage changes to retain the character of the city.

Age Levels: Median Age: 32

Under 19: 33% 19-24: 16% 25-44: 25% 45-59: 14% Over 60: 12%

Median age of 32 is second oldest in the area and three years older than the county average of 29. Enrollment in Area A schools has decreased by 16% since 1970; however, the trend changed in 1975 and an increase is expected. Young adults between 19 and 25 years comprise 16% of the population, the highest percentage in the area and the young marrieds are the strengths of creative productivity which planners anticipate will generate resources for constructive renovation. Fourteen percent of the population are sixty plus. Many are first generation immigrants from Asia or Mexico and are isolated by language and culture. Many of the families are burdened by the financial responsibility for seniors who have no income nor social security eligibility.

Ethnicity:

	1970	1974
Asian	24%	21%
Black	4%	18%
Hispanic	15%	16%
Pacific Island	-0-	2%
White	57%	44%

A shift in the ethnic composition has occurred since 1970, particularly, in the northern section where Black residents have replaced White. Hollypark is estimated to be 90% Black. Much of this group is in the upper socio-economic category and are participating in the efforts to maintain the quality of the neighborhoods and the institutions. Out migration of Japanese Americans has lessened and this community is concentrating on ethnic awareness. A Japanese center is planned to honor the culture and school children in the language and traditions of their

heritage. Asian residents tend to be located south of Compton Boulevard. Hispanic immigration in the south and east are predominantly Mexican nationals and foreign born Latinos. This group is quite distinct from the Mexican American long term residents.

Pacific Islanders are concentrated in the areas just south and east of Gardena and are moving in slowly.

Koreans are the most recent group newcomers. Estimates are not yet available as to their numbers. They have placed a strain on agencies because of needs for services such as health care and inability to communicate through lack of interpreters.

Education: Average: 12 years

Gardena is a part of Area A of Los Angeles City School District. Eighteen percent of adults have less than eight years of school. Attrition rate from Gardena High School is 22% as compared to a district rate of 24.4% and an Area A rate of 27%. Graduates plan to transfer to a four year college or university as distinct from other Area A graduates, who plan to attend a community college. College degrees are held by 10% of residents over 25.

Employment:

Gardena is a work-oriented community. Forty-seven percent of the population is employed. This is the highest percentage in the service area; the average for the area is 38%. The largest number are in Skilled Vocational jobs (33%). Twenty-two percent are professionals or managers, followed by 15% in sales, 15% in clerical, and 10% in service positions. A factor inducing the effort to retain residence of the productive Nisei and Sansei is that they are owners of commercial establishments and it is hoped that they will stay to strengthen local business. Koreans are beginning to offer competition through new business ventures and Asian based companies are expanding outlets in many fields of commerce.

Income: Median: $12,386

Family income levels for Gardena residents were slightly above the average for the service area and 8% were below poverty level. Hollypark had an average income of $13,862 and the central area, which has been subject to deterioration, an average of $10,636.

Social Problems:

Acculturation for foreign born residents is a multi-facetted need which becomes more difficult to fulfill in direct relation to age. Gardena has a variety of programs addressing these needs. Many operate from the MAC center with outreach components to various sub-populations.

LOS ANGELES HARBOR COLLEGE

Student Characteristics

SERVICE AREA:- GARDENA 90246-47-48-49

Total Population: 51,230 Male: 25,103 (49%) Female: 25,127 (51%)

Age Levels:

Median Age: 21.8 yrs.

33%	16%	25%	14%	12%
Under 19	19 - 24	25 - 44	45 - 59	Over 60

Ethnicity:

24%	4%	15%	-0-	57%
Asian	Black	Hispanic	Pacific Is.	White

Employment:

47% Employed

20%	5%	18%	40%	6%	11%
Prof & Mgt	Sales	Clerical	Skilled Voc	Labor & Hsehld	Service

Income:

$12,386	8%
Median	Poverty

Education:

12 yrs	18%
Average	Under 8th

LOS ANGELES HARBOR COLLEGE ENROLLMENT - SPRING 1975

	Total	Part Time	Full Time	Day	Evening
College	11,035	6,988	4.047	7,136	3,899
Area #	729	381	348	542	187
%	6.6%	5.5%	8.6%	7.6%	4.8%

Percent of Area residents enrolled this semester:

Total: 729 (1.4%) Male: 462 (1.8%) Female: 267 (1.0%)

HARBOR CITY 90710

"Launch Your Future in Harbor City"

Incorporation:

Area: 2 Sq. Mi. Population Total: 14,470 Projected Growth 1980:

Geographic Boundaries:

Sepulveda Ave ** Frampton & Vermont Avenues ** Palos Verdes Dr ** Western Ave

Harbor City is a small residential corner of the city of Los Angeles with two somewhat distinct population, the low income mostly ethnic minority resident living in and near public housing facilities and the predominantly white middle income residents living in single family dwellings and apartments north of Lomita, south of Anaheim and around Harbor Park.

Age Levels: Average Age: 23.5

Under 19: 42% 19-24: 11% 25-44: 28% 45-59: 12% Over 60: 7%

Harbor City has a young population with at least 42% being under 19. A large influx of Samoans and Mexican nationals not included in the data would suggest that 50% is more accurate. Older adults are also undercounted.

Ethnicity:

1970 figures indicate that 66% of residents are white, 17% Hispanic, 7% Pacific Island, 6% Black, and 4% Asian. Schools and agencies report that the number of Samoans continues to increase as does the number of illegal aliens particularly from Mexico. Both of these groups have multiple problems related to lack of formal education and ability to use the English language.

Education: Average: 12.3 years

Education levels for Harbor City are about average for the service area. However, a majority who live in the low income areas have less than an eighth grade education. Normont Terrace and Narbonne High Schools provide special assistance for bilingual students. Harbor classes in the Parent Child Center have been well attended.

Employment:

One-third of the population are employed. A third of the work force are in the "skilled vocational" fields, a quarter in professional and management positions and one-fifth in clerical fields. As in other categories, these figures do not reflect the changes which have occurred from population shifts. The partially developed industrial park on 240th Street is projected to expand job opportunities in the area.

Income:

The median income is $12,213 with only 7% of residents reported below poverty which is average for the service area. However, GLACCA has designated the "pocket of poverty" in Harbor City as one of the most impoverished areas in the region. It is the number two priority area for service with specific needs of basic education and retraining for job placement. Vocational counseling related to industrial development in the area is also a high need for both entry level and advancement interests.

Social Problems:

Social problems are those related to poverty and lack of education, territorial gang violence against Chicano gangs in Wilmington, lack of communication and citizenship skills of non-English speakers, alcohol and drug abuse, lack of health and child rearing information, lack of constructive activities for the youth and the aged.

LOS ANGELES HARBOR COLLEGE

Student Characteristics

SERVICE AREA:- HARBOR CITY 90710

Total Population: 13,469 Male: 6,969 (52%) Female: 6,500 (48%)

Age Levels:

Median Age: 23.5 yrs.

33%	16%	25%	14%	12%
Under 19	19 - 24	25 - 44	45 - 59	Over 60

Ethnicity:

4%	6%	17%	7%	66%
Asian	Black	Hispanic	Pacific Is.	White

Employment:

33% Employed

23%	6%	20%	32%	7%	12%
Prof & Mgt	Sales	Clerical	Skilled Voc	Labor & Hsehld	Service

Income:

$12,213	7%
Median	Poverty

Education:

12.1 yrs	20%
Average	Under 8th

LOS ANGELES HARBOR COLLEGE ENROLLMENT - SPRING 1975

	Total	Part Time	Full Time	Day	Evening
College	11,035	6,988	4,047	7,136	3,899
Area #	570	351	219	369	201
%	5.2%	5.0%	5.4%	5.2%	5.2%

Percent of Area residents enrolled this semester:

Total: 570 (4.2%) Male: 285 (4.1%) Female: 285 (4.4%

LOMITA 90717

"Where Friendliness is a Tradition"

Incorporated: 1964 Founded: 1907

Area: 1.87 Sq Mi Population Total (1975): 20,238 Projected Growth 1980:

Geographic Boundaries:

239th Street **** Western Avenue **** Palos Verdes Drive **** Crenshaw Boulevard

Lomita is a residential community of low and middle income families which maintains a somewhat rural atmosphere and equestrian activities along with rapid growth. Housing was predominantly single family until the 1960's when the apartment boom increased the proportion of multiple family housing to 30% through the addition of 2,000 units. Harbor Hills Housing project provides housing for the very low income families.

Age Levels: Median Age: 28

Under 19: 34% 19-24: 12% 25-44: 25% 45-59: 16% Over 60: 13%

Lomita has a high proportion of young families with the largest numbers of persons in the under ten and the twenty to thirty age groups. Older adults are also a major category. The over 60 comprise 14% of the total population and are of concern in the areas of housing, employment, and income maintenance.

Ethnicity:

Eighty-three percent of the residents of Lomita are white, 14% are Hispanic, 2% are Asian, and 1% are from the Pacific Islands. City statistics indicate that the Hispanic residents have a lower median income, fewer years of schooling and greater need for improved housing than does the total population.

Education: Average: 12.2 years

Lomita is part of Area A of Los Angeles City School District. The education level of Lomita residents varies from little or no education to four or more years of college. Young adults are interested in continuing education to move up the career ladder. Career counseling is a needed service. Many attended El Camino College on a part-time basis.

Employment:

Thirty-nine percent of the population is employed. One-third of these work in skilled vocational positions and one-fifth in the clerical field. One-third of the work force is in non-skilled labor and household jobs and twelve percent in professional or management positions. Local businesses are mostly in retail trade. Industrial and commercial developments in surrounding communities provide substantial opportunities for employment.

Income:

The population of Lomita is made up primarily of families of moderate income whose main source of income is derived from industrial and office occupations. The median family income is $10,199. 21.5% have an income of $15,000 or more. 9% of the population have incomes below the poverty level. The city levies no property taxes.

LOS ANGELES HARBOR COLLEGE

Student Characteristics

SERVICE AREA:- LOMITA 90717

Total Population: 20,238 Male: 9,715 (48%) Female: 10,523 (52%)

Age Levels: Median Age: 28 yrs.

34%	12%	25%	16%	13%
Under 19	19 - 24	25 - 44	45 - 59	Over 60

Ethnicity:

2%	-0-	14%	1%	83%
Asian	Black	Hispanic	Pacific Is.	White

Employment: 39% Employed

12%	8%	20%	36%	36%	10%
Prof & Mgt	Sales	Clerical	Skilled Voc	Labor & Hsehld	Service

Income: Education:

$10,126	9%	11.7 yrs	21.5%
Median	Poverty	Average	Under 8th

LOS ANGELES HARBOR COLLEGE ENROLLMENT - SPRING 1975

	Total	Part Time	Full Time	Day	Evening
College	11,035	6,988	4,047	7,136	3,899
Area #	493	324	169	291	202
%	4.5%	4.6%	4.2%	4.1%	5.2%

Percent of Area residents enrolled this semester:

Total: 493 (2.4%) Male: 265 (2.7%) Female: 228 (2.2%

PALOS VERDES PENINSULA 90274

Area: 26.3 Sq. Mi. Population Total: 66,566 Planned Growth: 83,400

Geographic Boundaries:

Palos Verdes Drive North ******** Western Avenue ******** Pacific Ocean

	Palos Verdes Estates	Rancho Palos Verdes	Rolling Hills	Rolling Hills Estates
Population	14,485	39,460	2,000	8,414
Planned Population	18,000	50,000	3,000	10,000
Incorporation	1939	1973	1957	1957
Ave. Home Value	130,000	90,000	175,000	90,000
Med. Fam. Income	$23,760	$21,080	$36,800	$22,600

Palos Verdes Peninsula encompasses four cities and two unincorporated areas, Westfield and Academy Hill (3% of population). It is geographically isolated from the remainder of the service area and maintains a rural atmosphere and concerted efforts to protect the natural environment and open space.

Age Levels: Median Age: 34

Under 19: 40% 19 - 24: 3% 25 - 44: 28% 45 - 59: 22% Over 60: 7%

Peninsulans have the oldest median age (34) in the service area, a large under nineteen (40%) age groups and a majority of the population in the middle adult ages. Young adults are few, because many go away to college and most new families cannot manage costs of housing.

Ethnicity:

Ninety-six percent of the residents were white in 1970, 3% Hispanic, and 1% Asian. Black and Oriental movement into the area is expanding, but current population estimates are not available.

Education:

Peninsulans have the highest level of educational achievement in the service area. The average for adults is 16 years, and under one half percent have less than an eighth grade education. Achievement of Palos Verdes students is within the top one to five percent of California school districts although expenditures per student are a few dollars less than the county average for 1972-73 (base year). Programs are essentially college preparatory. High school students are interested in vocational training, and in college credit courses if they have completed graduation requirements.

LOS ANGELES HARBOR COLLEGE

Student Characteristics

SERVICE AREA:- PALOS VERDES PENINSULA 90274

Total Population: 49,937* Male: 24,469 (49%) Female: 25,468 (51%)

Age Levels: Median Age: 34 yrs

40%	3%	28%	22%	7%
Under 19	19 - 24	25 - 44	45 - 59	Over 60

Ethnicity:

1%	-0-	3%	-0-	96%
Asian	Black	Hispanic	Pacific Is.	White

Employment: 36 % Employed

63%	12%	12%	7%	3%	3%
Prof & Mgt	Sales	Clerical	Skilled Voc	Labor & Hsehld	Service

Income: Education:

$24,180	-0-	16 yrs	-0-
Median	Poverty	Average	Under 8th

LOS ANGELES HARBOR COLLEGE ENROLLMENT - SPRING 1975

	Total	Part Time	Full Time	Day	Evening
College	11,035	6,988	4,047	7,136	3,899
Area #	1,787	1,225	562	1,326	461
%	16.2%	17.5%	13.9%	18.6%	11.8%

Percent of Area residents enrolled this semester:

Total: 1,787 (3.6%) Male: 646 (2.6%) Female: 1,141 (4.5%)

*1970 Census Data

SAN PEDRO 90731-90732

"Cargo Capital of the World"

Incorporated: As a city in 1888. Annexed to City of Los Angeles in 1909.

Area: 8.5 Sq Mi Population Total: 78,454 Projected Growth 1980:

Geographic Boundaries:

Naval & Oil Co Property ** L. A. Harbor ** Pacific Ocean ** Rancho Palos Verdes

San Pedro is a unique community with a naturally beautiful topography, a sea loving tradition, a strong sense of historical, cultural and civic pride, political control by the city of Los Angeles and environmental and social problems deriving from economic and technological changes. "The Port of Los Angeles and the related ship-building, fishing, and tourist attractions are the economic base of the area."[1] The center of business activity has moved progressively uphill from its early water-front location at 5th Street and Harbor Boulevard to Pacific and Gaffey and current expansion is along Western Avenue.

Major influences impacting the character of the community are:

1. Fundamental changes of the Port of Los Angeles Plan to consolidate and expand the Harbor facilities to accommodate a new concept and a doubling of commerce, cargo, and recreational use.

2. Total restructuring of the waterfront undertaken by the Beacon Street Redevelopment Project.

3. Loss of jobs brought about by the closing of Ft. MacArthur and Van de Camps Cannery.

4. Change in population characteristics bringing about a separation between the affluent and the poor.

San Pedro has an active community oriented citizenry involved in Chamber of Commerce, Coordinating Council, service clubs such as Kiwanis, Lions, Rotary, and ethnic organizations for Yugoslavians, Scandinavians, Italians, Mexican Americans, Portuguese and others.

Industry:

Major industries are related to the sea: ship building, shipping, deep sea fishing, canning, longshoremen. More than twenty million dollars in trade is generated each year by the 3,000 plus ships handled in the harbor. This will increase when the U.S. Army Corps of Engineers has deepened the harbor and developed offshore facilities to service nuclear powered cargo ships and million ton tankers. Oil and steel production are other major manufacturers. Tourism and marine related recreation are projected to become major business interests.

Most local industry is unionized, so entry into these fields is determined by union policy. Economic and environmental influences have created two rather distinct

[1] From the San Pedro Chamber of Commerce, Community Economic Profile for San Pedro.

ethnic and socio-economic sub-populations geographically separated into east and west sections roughly approximated by zip codes 90731 & 90732.

East Side	West Side
Median Income: $8,987	Median Income: $13,718
Average Education: 11.2	Average Education: 13
High unemployment and percentage of families on public assistance. Concentration of ethnic minorities.	Relatively high value homes attracting business and professional people.

Age Levels:

East - 90731				West - 90732			
Median:	28	25 - 44:	22%	Median:	31	25 - 44:	33%
Under 19:	38%	45 - 59:	18%	Under 19:	31%	45 - 59:	15%
19 - 24:	6%	Over 60:	16%	19 - 24:	8%	Over 60:	13%

The age distributions of the two areas show a much higher percentage of youth and older adults and lower percentage of middle year wage earners in the east. San Pedro has the highest percentage of adults over 60 in the service area and has been designated as in high need of program and service development for senior citizens. One-half of the senior live in the south east area and many are isolated by lack of transportation, poverty, or ill health.

Ethnicity:

	East Side	West Side
Asian	5%	1%
Black	6%	1%
Hispanic	30%	16%
Pacific Island	2%	1%
White	57%	81%

Maintenance of ethnic pride and identity has been an important factor in the development of San Pedro, which has helped to retain the natural character of the environment. Actual counts of residents of the varios European backgrounds are not available, but their influence and activities are widely publicized. Hispanic, particularly, the Mexican American is the largest ethnic group. Many families have influenced development since the earliest days of Rancho de los Palos Verdes. Hispanic representation in the eastern area is estimated to be 33%. Department of Immigration estimates that an additional 25,000 to 30,000 illegal aliens live in the San Pedro, Wilmington, Harbor City area. Asian residents have increased in number, particularly, Filipinos and Koreans, and the Black population is estimated to be at least 6% in the eastern sector.

Education:

There is a distinct difference in educational attainment between the two groups. Residents of the western area have completed an average of thirteen years and only 10% have less than an eighth grade education. This is second highest level of education in the service area while the eastern area is next to the lowest. Their average years completed is 11 years with over 30% having completed less than eight years.

Employment:

One-third of the labor force are in skilled vocational jobs. In the west the ratios of types of employment are clerical (20%), professional and management (13%),

sales (12%), labor and household (10%), and service (10%). Ratios in the east are labor and household (20%), clerical (18%), service (13%), professional and management (10%), and sales (6%). Unemployment is very high in the east, particularly, for the youth and non-English speakers.

Income:

Median income for the two areas is also next to highest in the western sector, $13,718 (1970 data) and next to lowest in the eastern sector, $8,987 (1970 data), Those in poverty are 5% (west) and over 10% (east).

Social Problems:

Problems reported are those related to poverty and thus are prevalent in the eastern sector. Youth violence, gang activity and arrest rates are growing. Schools, parent groups, social agencies and police attempt to coordinate efforts, but communication is tenuous and resources minimal.

Communication for limited English speakers is a pervasive concern, particularly, for the illegals. Many are unable to take advantage of the few services available, and agencies have great difficulty in reaching those they are funded to serve.

LOS ANGELES HARBOR COLLEGE

Student Characteristics

SERVICE AREA:- SAN PEDRO - EAST 90731

Total Population: 43,162 Male: 21,152 (49%) Female: 22,010 (51%)

Age Levels: Median Age: 30 yrs.

35%	8%	23%	19%	15%
Under 19	19 - 24	25 - 44	45 - 59	Over 60

Ethnicity:

3%	3%	24%	1%	69%
Asian	Black	Hispanic	Pacific Is.	White

Employment: 33% Employed

10%	6%	18%	34%	20%	13%
Prof & Mgt	Sales	Clerical	Skilled Voc	Labor & Hsehld	Service

Income: Education:

$8,987	10.4%	11.2 yrs	30%
Median	Poverty	Average	Under 8th

LOS ANGELES HARBOR COLLEGE ENROLLMENT - SPRING 1975

	Total	Part Time	Full Time	Day	Evening
College	11,035	6,988	4,047	7,136	3,899
Area #	1,537	928	609	931	606
%	13.9%	13.3%	15.0%	13.0%	15.5%

Percent of Area residents enrolled this semester:

Total: 1,537 (3.6%) Male: 484 (4.0%) Female: 504 (3.1%

LOS ANGELES HARBOR COLLEGE

Student Characteristics

SERVICE AREA:- SAN PEDRO - WEST 90732

Total Population: 35,292 Male: 17,294 (49%) Female: 17,998 (51%)

Age Levels: Median Age: 31

31%	8%	33%	15%	13%
Under 19	19 - 24	25 - 44	45 - 59	Over 60

Ethnicity:

1%	1%	16%	1%	81%
Asian	Black	Hispanic	Pacific Is.	White

Employment: 36% Employed

13%	12%	20%	35%	10%	10%
Prof & Mgt	Sales	Clerical	Skilled Voc	Labor & Hsehld	Service

Income: Education:

$13,718	3%	13 yrs	10%
Median	Poverty	Average	Under 8th

LOS ANGELES HARBOR COLLEGE ENROLLMENT - SPRING 1975

	Total	Part Time	Full Time	Day	Evening
College	11,035	6,988	4,047	7,136	3,899
Area #	988	609	379	641	347
%	9%	8.7%	9.4%	9%	8.9%

Percent of Area residents enrolled this semester:

Total: 988 (2.8%) Male: 484 (2.8%) Female: 504 (2.8%)

WILMINGTON 90744

"The Heart of the Harbor"

Incorporation: 1909 into city of Los Angeles

Area: 4.75 Sq. Mi. Population Total: 38,054 Projected Growth 1980:

Geographic Boundaries:

Lomita ★★★★★★ Alameda ★★★★★★ Channel ★★★★★★ Normandie

Wilmington, led by Phineas Banning, prospered at the turn of the century through the commerce generated by the harbor activities. Residents took pride in homes, schools, and churches. Following joint annexation with San Pedro to the city of Los Angeles, the Port of Los Angeles, has become one of the busiest harbor in the world, but the community has deteriorated. Profits from local resources of harbor and oil do not accrue to local development.

Residents retain a strong sense of community identification and participate in a wide range of Advisory Committees; but lack of employment, education and political power perpetuate environmental and social problems. Wilmington has been designated top priority community in need of funding assistance to alleviate problems of the poor in Area IX if the Greater Los Angeles Community Action Agency.

Age Levels: Average Age: 25

Under 19: 41% 19-24: 11% 25-44: 24% 45-59: 14% Over 60: 10%

Actual age distribution probably includes a greater percentage under 19 and a lower average age. The area has been designated as having severe poverty related problems for youth and for the older adult.

Ethnicity:

Official figures indicate an ethnic ratio of 47% Hispanic, 35% White, 7% Black, 7% Asian, and 4% Pacific Island. It is accepted by planners that these figures seriously underrepresent the Hispanic community. There is a continuous in-migration from Mexico, a substantial long and short term population of illegal residents and a lack of communication caused by the language barrier. The proportions of Black and Samoan residents have probably doubled since the data was collected.

Education:

Wilmington has the lowest level of educational attainment in the service area, with an average of 10.8 years of schooling for adults and 34.4% reporting less than eight years. The attrition rate of Banning High School is 35% and "the widespread sentiment of the community is that the high schools and Jr. Highs are not educating our youth properly to the extent that some graduate and yet are nearly illiterate."* Wilmington Park and other Title I, schools have made strong efforts to strengthen their bilingual education programs to accommodate Spanish speakers and to involve parents in program planning and implementation.

* GLACCA: 1976 Multi-Year Planning Document Uniform Planning Standards

Employment:

Thirty-one percent of the population are employed and at least 20% unemployed. One-half of the labor force is classed as "skilled vocational." Industry related to Marine and Oil activities is strongly unionized. Labor and Household (13%) and Service Workers (12%) are the categories accounting for the next quarter of the work force. Only one-tenth of those employed are in Professional or Management positions. Development of labor intensive industry to provide jobs for a severly economically depressed community is a top planning priority for the area. The Wilmington/Los Angeles Harbor Industrial Center Redevelopment Project has been established to address the problem by providing at least 3,000 new jobs in the location. Career counseling, work experience, and job skill training are major needs identified to prepare residents for successful employment.

Income:

The median income of $8,190 is the lowest in the service area. Fifteen percent of families receive welfare and in some areas, one-third of families are on aid. This does not include the aliens who are ineligible to assistance.

Social Problems:

Youth, health, and services for aged are the major areas of concern to the community. Gang related violence has reached epidemic proportions which crosses boundaries into Harbor City and San Pedro. Alcoholism and drug abuse is widespread with minimal professional remediation services. Medical and health related information services are difficult to obtain particularly, for the non-English speakers.

Environmental Concerns:

Community residents have worked continuously to improve the deteriorated environment and have achieved recognition in District VII Plan for Wilmington Harbor City. The plan recommends:

1. Expansion and modernization of port facilities and cargo handling,

2. Filling and clearing of dump sites in the northeast sector and renovation of the southern perimeter for use as landscaped green buffer zone,

3. Unitization of the Wilmington oil fields and transition to secondary recovery techniques with small quiet pumping units,

4. Development of a "total design concept to fit the Pacific Coast Freeway harmoniously into the district."

5. Acquisition of land by the city to maintain open space and mandate to industry to landscape buffer areas which abut residential areas.

One item of concern which has not been attended by citizens groups is the adopted route of the Pacific Coast Freeway. It will be built adjacent to the north side of Anaheim cutting out much of the natural open space of Harbor Park.

LOS ANGELES HARBOR COLLEGE

Student Characteristics

SERVICE AREA:- WILMINGTON 90744

Total Population: 38,054 Male: 18,894 (50%) Female: 19,160 (50%)

Age Levels: Median Age: 25 yrs.

41%	11%	24%	14%	10%
Under 19	19 - 24	25 - 44	45 - 59	Over 60

Ethnicity:

7%	7%	47%	4%	35%
Asian	Black	Hispanic	Pacific Is.	White

Employment: 31% Employed

10%	2%	10%	49%	13%	12%
Prof & Mgt	Sales	Clerical	Skilled Voc	Labor & Hsehld	Service

Income: Education:

$8,190	17.5%	10.8 yrs	34.4%
Median	Poverty	Average	Under 8th

LOS ANGELES HARBOR COLLEGE ENROLLMENT - SPRING 1975

	Total	Part Time	Full Time	Day	Evening
College	11,035	6,988	4,047	7,136	3,899
Area #	1,028	613	415	627	401
%	9.3%	8.8%	10.3%	8.8%	2.2%

Percent of Area residents enrolled this semester:

Total: 1,028 (2.7%) Male: 597 (3.2%) Female: 431 (2.2%)